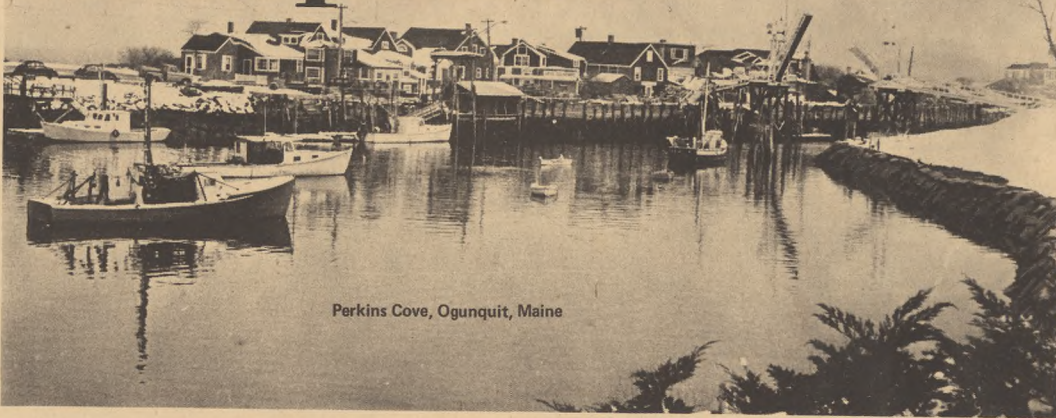


the new hampshire

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Perkins Cove, Ogunquit, Maine

photo by Wallner

Life Studies proposes general education program

by Regan Robinson
Staff Reporter

A change in the Life Studies Program was approved Friday, permitting freshmen and sophomores to study in a general education curriculum.

Life Studies is currently a supplementary course program.

The proposal for the program for next semester has to be approved for implementation by the Council for Educational Innovations and by the Dean's Conference for funding.

University cooperation regarding money and "released time" for faculty will determine the number of students accepted into the program and the number of workshops.

A professor acquires release time, a decreased course load, depending upon the time he spends in Life Studies. This year almost all of the more than

40 faculty members who teach Life Studies were doing so as an overload.

The Executive Board feels very strongly that adequate release time is essential to the program. Some professors' willingness to work with Life Studies is dependent on whether or not they have release time.

Robert Congdon, director of Counseling-Testing Center, expressed the doubt that a professor can be very effective anywhere if he is working with an overload.

Core seminar
Advising is a very important segment of the program and will be handled in a core seminar. The seminar, as explained in the Life Studies proposal for '69-'70, will identify and evaluate individual needs and goals, to bring meaning to the student's education. Instruction in basic skills in communication will replace the freshman English requirement. Introduction and investigation of various aspects of University life will be a third core seminar objective.

Each seminar would consist of 10-15 students, one faculty member and possibly one or two student assistants. The seminar will meet regularly through the year, and will provide a kind of home base for participating students.

Some of the Executive Board members protested against making the core seminar a requirement. Robert Fried, instructor in English, and associate director of Life Studies, feels that if a freshman wants to be part of the total program he will want to be in the seminar. A board member suggested the seminar be offered as a choice, with freshman

English as the alternative.

The board decided that if an individual felt he wanted to drop the seminar, it was up to him to take his case before the directors or the board. It was also suggested that at the end of the first semester an individual's continuation of the core seminar be contingent upon the student's evaluation of the course.

The suggested first-year curriculum would consist of a core seminar and participation in at least one workshop. Two more units of study will be required, but the choice is up to the student whether he will be in Life Studies or some other University courses. A student may be enrolled in a maximum of four workshops.

With advising provided by the core seminar leader, it is possible to fix each student's program to meet requirements of a specific major. A technology student who has to start filling his major requirements first semester at the University can still participate in the Life Studies Program by taking two workshops and two of his major requirements.

The second year is designed with more flexibility and allows the student to concentrate his efforts where he desires. During the academic year the student

will participate in a minimum of three workshops. At least two of those workshops must be other than the ones he took in his first year.

In-depth study

A sophomore project in cooperation with a workshop will give the student four credits each semester he is involved in the project. The purpose is to encourage self-initiated in-depth study associated with a workshop.

The Executive Board will decide who will be accepted into the program. Prospective freshmen will be mailed information during the summer and through Life Studies representatives available at summer orientation. From the number who apply, random selection will choose the students. Fried wants to make sure that the program gets a fair cross-section of students. "The program is not for the elite, but the average."

There will be spaces made for sophomores who want to take a maximum of two workshops. These will be available for pre-registration. However, the suspension of basic and distribution requirements for freshmen can not be offered to sophomores.

Life Studies was installed this year as an experimental interim

(Continued on page 2)

Senate rejects proposal to limit frosh admissions

by Ron Winslow
Ass't News Editor

A proposal to restrict freshman admissions to 1830 students for the 1970-71 year was killed by the University Senate last night after almost two hours of debate centered on University admissions policies.

The Senate approved another proposal by a vote of 52-6 requiring "that all policies and plans regarding University admissions procedures and enrollment levels be brought to the Senate for discussion and appropriate action."

Both bills were introduced by Thomas Burns, assistant professor of sociology, in response to University plans to admit 2,175 freshmen next year, over 300 more than last fall.

The administration is admitting more students to raise already committed funds which the legislature did not provide last year. The University chose this method over an in-state tuition increase and six other alternatives after last summer's legislative session.

McConnell amendment

The bill for Senate review of admissions procedures was passed after it was modified by an amendment by University President John McConnell. The president also led opposition to the proposal to restrict admissions.

Burns, who spurred Senate consideration of the admissions procedures last month, issued both bills because of his contention that the University in expanding in number is taking on responsibilities it cannot handle.

"The current number of students enrolled in the University exceeds the capacity of the faculty to provide an adequate number of courses, and in many instances suitable course sizes," Burns said in introducing the restricting measure.

He also said the housing and health facilities and limits in the advising programs are inadequate for present student levels, not to mention an increased number.

"The number of students enrolled also exceeds the capacity of the administration to anticipate problems within the University," Burns contended, and to plan for the orderly development of the University rather than be led from one crisis to the next." He said the result of similar circumstances elsewhere has amplified into o-

pen student revolt.

The restricting proposal also carried a clause directing the president and the Board of Trustees to approach Governor Walter Peterson and the State Legislature for additional funds during the coming special session.

That clause was killed with the rest of the proposal after McConnell and Academic Vice-President Eugene Mills spoke at length on the effects of excluding the students and the money they will bring in.

Untimely measure

McConnell said his basic argument against the measure was its untimeliness. Commitments have already been made. "Shall we revoke the contracts we have already sent out, or revoke promises we have made to departments for new positions," McConnell asked.

The president said there are some facts which add different light to the problem. "We are operating this semester with 450 less students than last semester," he said. "And we are under the 4-R system which has accentuated the problem." Several departments consider two courses, or eight credits a normal teaching load where last year it was three courses, or nine credits.

"We can't do away with these problems just by eliminating students," McConnell said.

Mills outlines the progress of committees working on the matter of crowded courses and departments. "We are presently compiling statistics of liberal arts demands for next semester," Mills said.

He said the proposal to cut freshman enrollment would freeze all new positions in the University, including graduate, instructional and clerical. He also said it would take the ground out of the effort to plan for the situation next fall.

Gordon Haaland, associate professor of psychology, spoke most strongly in favor of restricting admissions.

"We are an institution making educational policy purely on financial grounds," he said. "The Senate has an opportunity to become one of the first institutions to consider educational policy first."

'Approval'

The Senate considered the measure concerning the Senate's role in acting on admissions proposals first. Burns originally proposed that the Senate approve all policies, plans and proposals

regarding matters of admissions and enrollment levels.

Many Senate members were upset over the word "approval" and engaged in nearly one hour of discussion about the implications of the word.

Richard Davis, dean of the College of Technology, expressed concern that "approval" meant detailed Senate implementation and supervision of the admissions policies. "Evaluation and discussion is one thing," Davis said, "but putting this body into a position of handling day-to-day operations is wrong."

Mills supported Davis, and McConnell amended the measure substituting "appropriate action" for approval. The Senate considered the merits of and the difference between the two versions for 45 minutes before approving McConnell's amendment.

Deeper insight

One senator said the Senate is a body of dialogue to discuss issues. Approval, however, requires deeper insight into the matters at hand. "We are not professional politicians," he said. "We can't afford to spend all our time here."

John Voll, assistant professor of history, countered that argument. "As professional educators we do have some insight from our own experience, and an increased amount of data from other institutions," Voll said. "We should have some competence and capacity to approve certain things, especially where it concerns the nature of education, such as in admissions questions. Politicians should not have the power of approval where it affects the nature of education."

After the Senate approved the motion with the "appropriate action" clause, Steve Kenton, graduate senator, asked for a definition of the term. McConnell said it could mean no action, approval or disapproval. A question from Alfred Forsyth, assistant professor of psychology, on whether Senate action would be binding was left essentially unanswered.

The Senate will reconvene next Monday afternoon in special session to consider student welfare and judicial committee proposals, and to hear progress reports from ROTC and the Black Student Affairs program.

William McLaughlin chairman of the Student Caucus announced there will be a Student Forum Wednesday evening at 7:00 p.m. in the Memorial Union.

University increases dormitory rent

ROOM RENTS FOR THE ACADEMIC YEAR

Men's Halls - Doubles

	1969-1970	1970-71
East & West	\$276	\$300
Engelhardt	306	340
Gibbs	306	340
Hunter	306	340
Alexander	350	390
Lord	350	390
Sawyer	350	390
So. Congreve	336	390
Stoke I	390	410
Christensen B & C	500	540

Women's Halls - Doubles

	1969-1970	1970-71
Smith	\$290	\$340
No. Congreve	346	390
Fairchild	340	390
Hetzl	340	390
McLaughlin	350	390
Scott	340	390
Hitchcock	360	410
Jessie Doe	370	410
Randall	360	410
Stoke II	390	410
Devine	400	450
Hubbard	410	450
Christensen	500	540

Men's Halls - Singles

	1969-1970	1970-71
East & West	326	350
Engelhardt	356	390
Gibbs	356	390
Hunter	356	390
Alexander	400	440
Lord	400	440
Sawyer	400	440
So. Congreve	386	440
Stoke I	440	460
Christensen B & C	550	630

Women's Halls - Singles

	1969-1970	1970-71
Smith	340	390
No. Congreve	396	440
Fairchild	390	440
Hetzl	390	440
McLaughlin	400	440
Scott	390	440
Hitchcock	410	460
Jessie Doe	420	460
Randall	410	460
Stoke II	440	460
Devine	450	540
Hubbard	460	540
Christensen	550	630

The University has announced adjustments in room charges following recent action by the Board of Trustees.

Changes range from a \$6 decrease for a double room in International House to a \$80 increase for a single room in Christensen. The new rate schedule, which becomes effective Sept. 1, represents an average increase of \$40 per year for unmarried students living in residence halls.

Rising costs of constructing and operating newer dormitories, including the cost of labor, equipment and supplies, and increased debt service charges connected with construction of new residence halls, were given by the Housing Office as reasons for the increases.

No changes have been made in rent schedules for Forest Park, the University's apartment complex for married students, according to the Housing Office. Assistant Director John Curtis said that despite the rate change scheduled for next semester, room rates here are lowest among the six state universities of New England. The 24 campus dormitories now house 60 per cent of the student enrollment.

Annual rent charges now range from a low of \$276 for a double room in East-West Halls, to a high figure of \$550 for a single room in Christensen. The new range for the same rooms, said Curtis, will be between \$300 and \$630. Rents were last increased in September, 1967.

Room draw will begin next Monday and continue until Apr. 12. A completed Room and Board Agreement form with a \$50 pre-payment fee must arrive at the Housing Office within that time.

All rooms not reserved during room draw will be used by the incoming freshman class. Any student on campus desiring a room for next year will have to participate in room draw, according to the Housing Office.

The Housing Office expects to have rooms assigned and notifications sent out prior to Reading Period. Further information can be obtained from the Housing Office and from resident assistants.



Roomrents for East Hall (top photo) and neighboring West are the lowest on campus. Christianson Hall (lower photo) is the newest dormitory, and also the most expensive.

photos by Sibley

Professor's house burns, student escapes injury

Durham firemen braved dense smoke and intense heat to search through a burning house Saturday night looking for a UNH coed who was believed to be sleeping in an upstairs bedroom.

Four of the firefighters suffered injuries, but the student, Alice MacKinnon, was unharmed. She had left the house about an hour before the fire broke out to go to a walk.

The house is owned by Paul Brockelman, associate professor of philosophy, Brockelman, his wife, and two children were away when the fire broke out. Miss MacKinnon, a junior from Berlin, rents a room in the house on Emerson Road.

Fire Captain Roland LaRoche, Lt. James Breslin, and call firemen Theodore Comstock Jr. and Michael Cowan, a UNH student, suffered cuts of the hands and wrists as they broke heavy glass to get into the building. They were all treated at the scene by members of the Durham Ambulance Corps and returned to duty.

Fire Chief John F. Donovan said one end of the house was

a sheet of flames when the first truck arrived. Capt. LaRoche, in charge of the truck which responded to the still alarm, ordered Box 31 sounded to call out the whole department.

Firemen knocked down the fire outside the house, then raised ladders to two 2nd-floor windows to search for Miss MacKinnon.

Chief Donovan said he believed the fire started near the entrance of electrical power. The heavy smoke and intense heat did considerable damage throughout the house, although the fire was confined to the lower levels.

A power transformer on a pole across Emerson Road exploded and rained sparks down on Engine 3 as call fireman Theron Tirrell was moving it out from under the power lines. He was not injured.

The box alarm created traffic confusion as crowds were leaving Snively Arena from the inter-scholastic hockey championship game, and beginning to arrive in Durham for the Class I basketball final at the UNH Field House.

Tickets are \$1 and are available at the UNHITE office in Wolff House, the reception desk of the Union, Town and Campus, and the Ticket Office and International Students Office in Huddleston Hall. The balance left after Nader's expenses are paid will help finance UNHITE's Environmental Teaching in Apr. 22.

Among Nader's highly-publicized battle issues are sanitary codes of the meat and fish industries, the dangers of radiation over-exposure in medical and dental X-rays, and gas-pipeline safety.

Tickets are \$1 and are available at the UNHITE office in Wolff House, the reception desk of the Union, Town and Campus, and the Ticket Office and International Students Office in Huddleston Hall. The balance left after Nader's expenses are paid will help finance UNHITE's Environmental Teaching in Apr. 22.

Nader to speak Thursday on environmental hazards

Ralph Nader, leader of the crusade for consumer rights, will present a speech entitled, "Environmental Hazards: Man-made and Man-remedied," Thursday at 1 p.m. in the Field House, sponsored by UNHITE (UNH-Improve the Environment.) A question-and-answer period will follow Nader's lecture.

According to Nader, "Pollution is a prime national crime. There is something fundamentally wrong when the same government that allocates \$200 million to subsidize supersonic flights, metes out only \$46 million to protect the health of the nation. It is a great folly not to allocate resources and

Educational Innovations Week forum discusses the University's role in society

by Ron Winslow
Ass't News Editor

A forum which began as an attempt to define student freedom at UNH progressed into a discussion of the University's role in society Thursday night in one of the final events of Educational Innovations Week.

Mark Wefers, student body president, John McConnell, University president, Peter Sylvester, associate professor of philosophy and David Ellis, assistant academic vice president, spoke to about 150 students and faculty at Richards Auditorium, Murkland Hall.

The panelists aimed for a definition of student freedom by addressing the question "How should a student change at UNH?"

"The ideal effect of the University would bring out a person's desire to learn, to be free to be a scholar," Wefers said. "It should bring out a person's freedom."

He said the grading system pits students against one another and confines them to a quest for grades rather than knowledge.

"Freedom involves respect between faculty, students and administrators," the student government president added. "We've come a long way here, but it's not here yet. We won't have a community until students have the obvious things like freedom from requirements and freedom in dormitories."

Ellis said the University should provide a flexible atmosphere so the student has a chance to develop his own style of life. "I've not sure all people want to work without some con-

straint," Ellis added. "Some would like to operate in a fixed structure."

Ellis said the University should allow a student to develop on his own, while, at the same time, serving the traditional function of preparing him for what he wants to do. But he says there is a gap created between these two functions.

"We don't relate what is within the man or woman with what we do here," he said. "We must increase awareness and the chance to test the inside man and the life he lives on the outside."

Sylvester criticized the University for its failure in liberal arts. He said the University should help create a center for the student's life and aim it at some space so it can open up and become effective.

"What kind of space do we provide for a person who wants a liberal education," Sylvester mused. "We don't offer very much."

He said the weakness of liberal arts stems from technological society and the aim of the University to create students in its own image.

"We should be preparing people for a world they have to go into, not into the world where we come from," Sylvester said.

He suggested deemphasizing, but not eliminating the department system, which, he says, is too professionally oriented.

McConnell, the final speaker on the panel, said the basic function of the University is to provide an environment where students can grow naturally and

find a way to improve their qualities.

"A college education should make an individual competent," McConnell said. "No one can watch Guy Smith on the hockey rink without being excited by the way he skates. I'd like to see a person develop his mind to think, to analyze, and to explain so that he is exciting too."

The audience participated after the speakers completed their remarks. The topics evolved from student freedom, in an emotional crescendo to the University's role in social problems, and even to the relevance of the University itself.

Some students contended they were not being prepared to attack the issues of poverty and racism with the education they were receiving at the University. They also maintained the University excluded the poor and working classes, who, they said, need the education most.

There was an exchange between faculty and students in the audience with those on the panel, expressing concern about a lack of liberal education and a lack of relevant training. Robby Fried, director of Life Studies, suggested the University develop a two-semester year with one devoted to study and one expressly for field work.

Fried suggested this as the best way to mediate between education and training, and a way for the University to attack social ills.

"The day that nobody shows up for a social work class, is the day that the University has begun to solve some of the problems," Fried said.

are welcomed by the Executive Board during this period of planning for next semester.

Life Studies Executive Board has devoted some consideration to how the program can have interaction with the University. One of the objectives stated in last year's proposal was that Life Studies would better prepare students to appreciate and to contribute to the intensive courses of study offered by various departments.

While a student is in the full program, there is maximum two-way access between the program and the University. Life Studies makes no request for social alienation from the rest of the University beyond asking for office space, lounges and seminar room facilities. Life Studies has been granted this request, and it moved last Monday into Schofield House.

The original aim of the workshop structure, according to the first proposal, was "to avoid the departmentalization of knowledge by organizing our program around issues and ideas, rather than disciplines."

Multi-faceted topics
Discussion of next semester's workshops by the Executive Board showed that the faculty involved want more multi-faceted, inter-disciplinary topics for workshops.

Executive Board member Langley Wood, professor and chairman of zoology, explained an idea he has for a workshop which illustrates the type of workshop wanted by Life Studies. The workshop is titled "Is Survival Possible?" and would combine studies of environmental sciences, political sciences and technology.

Ideas or issues for workshops

Youth culture faces possible absorption

by Nancy Hayden

The absorption of the youth culture by the establishment is one major problem facing the counter culture in today's society, said Val Dusek, instructor of philosophy, in a lecture Sunday night at the Union.

About 40 persons attended the lecture, sponsored by Students for a Democratic Society.

"There is a great deal of easy praise and easy criticism of today's youth culture," said Dusek, "but the problem is that most people throw all the aspects of the culture in one bag and either completely praise it or completely criticize."

Those who praise the counter culture see it as rejecting the Protestant work ethic and the necessity to fit into a certain work slot. It develops individualism and gives a feeling of freedom and control of one's own life.

Critics see the culture as a form of "anti-working class asceticism" -- a luxury for the person who has enough money to drop out and who feels in a position to reject a commodity society. This philosophy develops the bad side of individualism, resulting in egotistical isolation and withdrawal.

A common criticism of isolationism is that it is not viable. Attempted communal societies in the 19th century failed because they were absorbed by the establishment culture. But criticism of counter-institutions, such as self-supporting communes and free universities, are not necessarily criticisms of the counter-culture itself, said Dusek.

A comparison can be made to the leftist movement in Europe and parts of America in the early 20th century. This counter-culture had its own meeting places, its own writers, and was taken seriously by the rest of society. In many ways it was equal to and a challenge to the establishment culture.

Today's counter-culture differs in that it is more the aesthetic side of the challenge, concerning dress, music, and art forms which need not be reserved for theaters and galleries.

The question of whether or not the youth culture will be co-opted by the establishment is open to debate, according to Dusek. Those who say it is being absorbed are right to an extent.

Material objects, such as beads, clothing, and posters are definitely being taken over, as well as some relationships such as sensitivity sessions, and T-groups. But, said Dusek, this does not necessarily mean the entire culture will be co-opted.

"The absorption of art forms is really not such a terrible thing," Dusek commented. "It may force a kind of cultural reform and change of attitude."

This type of co-opting is similar to the absorption of black culture in the 19th and 20th centuries. Most of today's music and dances have been taken over in one way or another from the blacks.

The origins of counter-culture can be seen in the early part of this century, when a small group of intellectuals supported muckraking and progressivism, or socialism. There was a conflict of generations, but it didn't go as far as today's movement.

In the 30's there was a straight radical movement, to communism or the New Deal. This, too, tended to degenerate into establishment culture. "In fact," Dusek continued, "many Communist propagandizing techniques were absorbed by Hollywood and Madison Avenue."

One peculiarity of today's culture and counter-culture is the importance of the mass media. The aesthetic value of using media such as television for getting demonstrations across to many people is becoming increasingly important. As Dusek said, "It is difficult for a radical with a mimeograph machine to keep up with the media available to the establishment."

A major problem in evaluating the effectiveness of the youth culture, according to Dusek, is that both sides, pro and con, tend to confuse the means and the ends.

Critics say the counter culture can't be a political end in itself. There must be widespread change in the present system of distribution of wealth before the culture can be spread to everyone. Some may believe the revolution now, but they can't influence those living under the burden of debts and time-payments. Therefore the critics have dismissed the counter-culture as a means of getting people concerned.

The youth culturists, on the other hand, see their movement as an end in itself, when it can only be a means to allow everyone to participate.

Allan Cohen says he's in business of helping people learn from experience

by Kathy Novak

Allan Cohen, assistant professor of business administration, (promoted to associate professor effective next July) says he is in the business of helping people learn from experience and is trying to learn from his own experience.

Cohen and Herman Gadon, professor of business, both spend one-half of their time on SCORE, (the tutorial program), SEAP, (Seacoast Educational Advancement Program), and VISTA (Volunteers in Service to America). Cohen says this work has been a real learning experience.

"I've learned about the local communities, learned what community organizing involves, learned about the nature of power, and I've learned hell of a lot about poverty."

Cohen became involved with SCORE because he wanted to get involved in something of some social consequence in the local area. "I care about creating more human groups and societies, and about the question of helping people develop, and SCORE seemed like a natural way to put them together," he said.

The VISTA projects in Dover and Portsmouth grew out of SCORE, using some SCORE people and some community volunteers. SEAP coordinates SCORE, VISTA, and other projects.

"I've learned how slow genuine social change is," said Cohen. "I believe that change must start on a personal level. A person must learn to work with his friends, not try to convert his enemies. He must learn to work with his strengths, not fight his weaknesses."



Allan Cohen, associate professor of business administration and his wife, Joyce, entertain their daughter, Sydney.

"Sensitivity training is one tool for helping people understand how they're seen by others, making them aware of other people's feelings, understanding how groups work, and giving them a better understanding about their work style."

Cohen, who has a doctoral degree in organizational behavior, noted that the field has focused in industry because people have been more receptive

there than in educational institutions, hospitals, and other places where one might expect them to be receptive.

However, Cohen said the skills he has for working with groups and helping them to work together are equally applicable to non-business groups.

In any group that works together, he said, people must answer such questions as who has influence in the group, how

close people are going to be to each other, how people grow and develop within the organization, and what people have to do to be accepted within the group.

He feels it is much harder to do sensitivity training with a group that will continue to work together than with a group of strangers.

"Strangers are dying to get past their loneliness," he said. Although he finds the T-Group (T for training) course both fun and satisfying to teach, he thinks the good experiences people have in the groups are probably only temporary.

He complained that, because of his association with T-groups, "I get put in the touchy-feely bag. Though I do like touching and feeling, I don't much like being stereotyped."

Paul Brockelman, associate professor of philosophy, who is presently teaching a Life Studies course with Cohen, called him "one of the most intellectually stimulating people on campus." "He's beautiful to work with," said Brockelman. "He's very honest emotionally and personally, and extraordinarily dedicated and hard-working. I can't praise him highly enough."

Brockelman pointed out that Cohen is on the Executive Board of the Life Studies Program. He said that Cohen has recently become more interested in educational and institutional change. "He's always been interested in helping individuals," said Brockelman. "Now he feels there isn't enough time to deal only with individuals, that larger organizational changes must be made."

Cohen and his wife Joyce recently returned from the Hague, Netherlands. Cohen was sent by the Whittemore School on behalf of UNH to help the Institute of Social Studies there revise its public administration curriculum. The institute trains civil servants from developing countries.

Cohen, Gadon and Jan Clee, dean of the Whittemore School, are going to the institute for a week next August to do a team-building seminar.

Monica King, a junior art major who met Cohen through SCORE, visited him and his wife in Holland. "He's a fantastic person to know personally," she said. "I think a lot of people are afraid of him because they are overcome by his reputation for greatness, but he's very open and understanding."

On Washington's Birthday, the Cohens had their first child, a daughter, Sydney Fae. Mrs. Cohen had attended a natural childbirth clinic in Holland where she learned the breathing and other special techniques of natural childbirth.

Cohen was present for the birth, and called it "the most fantastic experience I've ever been a part of."

The Cohens live in a house by the water designed by Ralph Harris of Hampton Beach, who designed the former Coast Guard observation station at Hampton Point.

When Cohen originally de-

(Continued on page 3)

Life Studies

(Continued from page 1)

program. It served as a supplementary course program which involved over 700 students in 41 workshops through the year.

Life Studies, as stated in the original proposal, seeks "to provide human community, academic excitement, a variety of learning conditions within which students will be encouraged to test and try, to question and confront, and eventually to grow into their potential selves at their own pace."

According to Congdon, chairman of the evaluation committee, a majority of students indicated that the successful experience in Life Studies would make them bring a more independent and questioning attitude to other courses and would help make other courses more meaningful.

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VOLUME DRESS PANTS

Keeping in step with fashion trends in other segments of the pants market, large manufacturers are counting on patterns and textured weaves to move customers into the fashion field.

Patterns are nothing new to these manufacturers. They've always had a few ranges of muted checks and plaids in hand. However, their new offerings are no longer quiet fancies but include ranges of eye-grabbing color packed stripes, plaids, Herringbones and windowpanes.

As far as textured weaves are concerned, the volume slax makers are knee-deep in Donegals (salt and pepper effect), barley-

UP-FASHIONED TESTERS

corus, hopsacks, bones and twills, and, they've got these weaves plain and fancy — like stripes on twill and Herringbone stripes on Donegal.

Now, to further indicate that they mean business, these pant manufacturers have held the line on prices. They're offering new fashion ranges in volume retail price levels starting at \$10 and staying under \$20. They're offering a fashion pant at a price everyone can afford. Come down and look at our spring line of fashion right slax.

Jay Collins

Stuart Shaines'

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... TICK ... TICK
... TICK

STARTS WED.
AT 7:00 & 9:10
ROBERT REDFORD
"TELL THEM
WILLIE
BOY IS HERE"

[GP] in color
civic
DOWNTOWN PORTSMOUTH
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the new hampshire

comments
&
opinions

Are the whites on this campus 'racists'?

There have been quite a few questions asked by whites on this campus concerning black students at UNH. There are three questions that seem to arise more than any others, so I will just talk about the three most prevalent ones.

The first of these questions is "Why do blacks always sit together in the dining halls?" What I would like to know is why does it bother whites that blacks do sit together in dining halls? Where or with whom do whites propose the blacks should sit if not with other blacks? Why do whites sit together in dining halls? It doesn't seem to me that the blacks are bothered because whites sit together in the dining halls.

Because of the fact that blacks do sit together in the dining halls some whites holler "Why that's segregation!" Is it segregation when whites sit together in the dining halls? Do whites see a problem when they see a group of blacks sitting together in a dining hall? Why is it so acceptable for whites to sit together in a dining hall and so unacceptable for blacks to sit together in a dining hall?

The second question that has been asked by whites concerning black students is "Why don't the blacks communicate more

with whites?" What is it that blacks should communicate to whites about? What is it that white people want so badly for blacks to say to them? What is it that the blacks on this campus could tell the whites that the whites don't already know? I was always told that the white man knew everything and that the black man didn't know nothing. Could this have been a lie? Why don't the whites communicate with the blacks?

The third and final question that I will talk about hasn't been as prevalent as the other two. But I do believe that this question is on the minds of a lot of whites. The third question is "Why aren't the blacks doing anything?" Sometimes this question is asked as "What are the blacks on this campus doing?" Would someone please tell me what in the "hell" it is that the whites think that the blacks should be doing? So whites want the blacks to "riot"? What are the whites on this campus doing? If the blacks are supposed to be doing something then why not the whites also?

This type of questions, speaking from a black point of view, are those which I would expect a "racist" to ask. Yet the

whites get uptight every time someone calls them racists. Could it be that the whites on this campus are racists?

Kentucky (Jim Moss)
316 Lord Hall

NEW HAMPSHIRE likened to Manchester Union Leader

I did not like your retort to Mr. Woods's letter, who happened to raise some legitimate questions concerning the "activist" policy of your newspaper. In your reply, I find that same self-smug superiority that one reads daily in the Union Leader when they pounce upon some hapless moderate's letter.

A good example of your method was when you twisted Mr. Woods's use of the term "Fascist" to use against him. Perhaps he should have used "Conservative" or "Radical." At any rate, you changed his sentence to infer Fascists on this campus and then took off from there. He did not imply this at all. He simply used Fascist in a generic sense applying to any and all campuses.

One of the lowest facets of journalism is management of

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front page news. The Union Leader is guilty of this, and obviously so are you. Do you really think the 8,000 students and faculty on this campus were so wrapped up in the tribulations of these few GE protestors to make it front page stuff for a month or more? I doubt it. You made it front page news because you supported what they were doing, not because you thought it to be objective reporting. When you editorialize on the front page, that's managed news and you are guilty of it, my friends, just like Willy Loeb.

Amos Dixon

The oldest African rock painting ever found has turned up in a cave in South Africa near where the University of Chicago maintains an archeological site.

Opinion

Speak out Black America

by Jimmie Moore
Katari

Why should white America pay for what they did to the Black people? When I say "pay" I mean they should pay by giving some, if not all, of the power dealing with education, economics and political matters concerning the welfare of the Black community to the Black community. I feel these basic powers which go into the making of a workable and strong community are not too much to ask for. The forefathers of the Black community built this country with their sweat and blood. For example, in building this country the Blacks suffered terrible inhumane treatment. What inhumane treatment could be worse than slavery itself?

In slavery the Blacks built the white plantation and made the Southern part of the country rich with their forced and unpaid labor. By forced labor I mean the Black slaves were subjected to a "Black Code" which meant that no Blacks could leave their owner's plantation without the

owner's permission. In 1863 Lincoln supposedly freed the slaves, but I ask "Were the slaves really set free?"

My personal answer to this question is "No." These inhumane Black codes and laws were still being made and enforced even after the Black people received their "freedom." For example, laws prohibited interracial marriage, prevented Blacks being served at certain restaurants, prevented them from going to certain schools, and prohibited Black men from being able to serve at the side of a white man in the armed forces (desegregation of troops did not occur until 1947). In our society segregation laws have been abolished legally, but in practicality they still exist. In such places as Mississippi, South Carolina, and Utah it has been proven to be this way. For example, the Mississippi River is dragged every year and hundreds of Black bodies are still being found in the river bed.

If the Black people were set free after the Civil War, why in the late 1960's were Civil

Rights Laws and Housing Acts necessary? If a man is free, why are such laws necessary? Could the problem be that America is racist, and admits its racist nature by passing such laws which enable a human to eat when he is hungry, use the toilet when he has to use it, and be able to die beside a fellow white soldier.

I ask the question again "Should white America pay for the unjust and inhumane treatment of the Black people?" My answer is "white America should pay for the unjust and inhumane treatment of the Black people or burn to the ground." I mean by this that I am a Black man who deserves the rights of a white man, and I mean to get what I deserve. I feel a man is a man and should be treated like a man no matter what his color or race. If this is the place "of the home of the free, the land of the brave," then white America must stop treating my people as animals and start giving them respect and their rights as human beings or white America must burn.

Call for two types of scholarship: specialization and general education

Ted Hommel made some very interesting suggestions in his letter of March 6 prompting me to offer some of my own which have been taking form during the past few years. Some of these, I must confess, I would have been strongly opposed to less than five years ago.

As Jenks and Riesman have documented, higher education in the U.S. has long tended to be highly oriented toward professional training. Whereas the emphasis once was on training clergymen and lawyers, late years have seen an emphasis on the production of scientists, engineers and accountants. For various and sometimes complex reasons these days are probably gone forever. Opportunities for a college education have now be-

come possible for far more people than will desire -- or, some would say, ought to desire -- a professionally oriented education. It seems to me that at least two simple responses exist to deal with the problems such a trend implies; either we begin to establish two radically different types of educational institutions to deal separately with professionally oriented students, or we restructure the existing institutions in a radical fashion so as to accommodate both these aspirations. The former appears to me as the less desirable for a number of reasons. For one thing it separates people who although sometimes mutually antagonistic, nevertheless could benefit the most from well designed interaction. The latter road appears to be the more efficient and desirable one and, in fact, has already been taken, although the journey along it has been too lacking in logistic support to have resulted in visible progress. Here I refer to that overly modest program termed Life Studies. Needed are several dozen more Robby Frieds and Paul Brockelmans -- and a firm dollars-on-the-counter commitment of the University to expand and support the program.

I would like to see a university which actively supports two types of scholars on its campus. One group of scholars would comprise those whose main, but not necessarily exclusive, concern is professional training. Such students would take a certain number of courses under a more-or-less traditional grading system. The graded courses would be those supposedly directly related to the type of professional expertise desired -- be this narrowly specialist or broadly interdisciplinary in nature. The remainder of such a student's time would be devoted to courses under a pass-fail option. I would like to see around half of the course load (yes, even in the sciences and engineering!) as pass-fail with the choice being entirely up to the student. The other group of scholars would be those

with interests other than professional training. The students in this program would have the option of taking all their courses under a pass-fail option. Although it might be wise to have available some suggested broad outlines of model programs, I would like to have it understood that individuals have virtually free rein in tailoring their own programs. The role of faculty advisers, although an important one, would be strictly to advise and never to approve or disapprove of choices. The latter group of scholars could take any course in the University (including those geared to professional goals), but the program would get its real vitality from courses such as now given in the Life Studies Program, certain existing courses in Liberal Arts and, perhaps most important, new courses arising from educational innovations yet untried or unthought of. To accommodate those students who, after an initial trial period in the non-professional program decide to work for a professional degree, realistic provision must be made for changeover. Guidelines as to how to do this fairly would not be easy to establish, but some sort of workable scheme should be possible. In the final analysis, all that is needed to restructure the University to better meet the needs of today and tomorrow is participants with the patience, objectivity and enthusiasm to tackle the problem and to work with people displaying a diversity of ideas, opinions and philosophies. If the end result of such attempts were to be the formation of two antagonistic and uncooperative subunits sharing the same physical plant (and nothing else!) then man may very well be descended from fallen angels and not, as Robert Ardrey so eloquently maintains, risen from killer apes. This is not to say that conflict should or even could be completely avoided. The real question is how does one respond to conflict -- by growing and progressing or by tilting at windmills?

Frank L. Pilar
Professor of Chemistry

Outraged by hypocrisy

We can suppress our indignation no longer. During Educational Innovation Week we have listened to rhetoric hopeful that students will become involved in their education, that faculty will re-define their roles for more effectiveness, and that courses will be made more into learning experiences. And yet, we recognize the case of a faculty member who is innovative in these respects (ie, Bob Winston) and who is being ousted by his department chairman while student opposition to this ousting goes unheeded. And when students attempted to initiate a course taught by Bob Winston through the University Senate, the Liberal Arts chairmen resigned over procedures used. It is sad for the students to find how meaningless they, and the proper channels for change are. If the University was serious in its asking for student participation and educational innovation, it would have interceded, accepted the resignations, and filled these places with educationally minded individuals, and rehired Bob Winston. We think it is time for the students to be outraged by the hypocrisy and passive role the University forces them into while bemoaning their lack of participation.

John Coughlin
Wayne Gagnon
Dan Maynihan
Michael Barnollar
Don Waterman
Bill Cray

BULLETIN

THE NEW HAMPSHIRE MAGAZINE is coming

'If the main label says 'All Meat', pork, veal, lamb, or for that matter manufacturer chooses. But now up be chicken...up to one per cent of chicken bone.

the meat may include, as beef, or goat, in any proportion the to 15 per cent of the meat may if the product may be pulverized

Additional MUB office space available next year

I would like to advise all student organizations on campus of the availability of additional office space in the Memorial Union effective the first semester of 1970-71. With our expansion program completed at that time we shall have five new student offices available for assignment. We shall also have a large common office area available where a smaller organization may reserve a locked file cabinet and use the desks and typewriters which are provided.

The Memorial Union Advisory Board (MUAB) will review all student office assignments including those in the present building during April and May of this year. In light of this review, I would like to recommend that any student organization, which would like to submit a request for new or additional office space, consider the matter at this time. You should submit your request in writing to me prior to March 27 to as-

sure they can be compiled for the Memorial Union Advisory Board review.

The MUAB uses the following criteria to judge the merits of each request:

- Educational value
- Proposed use of the area and possibility of other facilities
- Number of activities in the past
- Number of students affected
- Size of the organization

I would suggest that you submit your request with these criteria in mind. If you have already submitted a request to me in the past six months it is on file and will be submitted to the Memorial Union Advisory Board. If you would like to revise your request you may do so at this time. If you have any questions about this procedure or the office spaces available, please feel free to contact me.

Wayne W. Justham



Approximately 300 students attended the President's Convocation at the Field House last week to hear a student/faculty panel speak as part of Educational Innovations Week. photo by Hendrick

Health officer claims major pollutants of College Brook have been eliminated

I find it necessary to respond to the article in the Mar. 3, 1970 issue of THE NEW HAMPSHIRE entitled "Student team will SCRUB College Brook."

Although many of the objectives or projects proposed by UNHTE may prove productive and contribute to a better understanding of environmental pollution problems which we still face in this country, I feel the establishment of the subcommittee SCRUB for the restoration of an unclean brook (College Brook) was ill advised and unnecessary. Apparently the individuals involved were not informed as to the current sanitary quality of the water in this stream and the real effort that has been made by the University and the Town of Durham to free it from pollution over the past ten or fifteen

years. I grant that we have had serious odor and pollution problems in this brook in the past but I feel all major animal or domestic wastes have now been eliminated. This was finally accomplished when the Town of Durham, in collaboration with President McConnell and other University officials, arranged to install at considerable expense a sewerage line up to the UNH Dairy Barn area. When some final connections are made in this area this spring, to my knowledge all drainage wastes from the barns and all sewage from private or University houses and buildings bordering the brook will then enter the sewer line and will be treated at the Durham Waste Treatment Plant.

I feel the University community should recognize that College Brook is essentially a

small drainage stream originating just beyond the junction of Mast Road and Route 4 which receives considerable run-off water from farm lands before it enters the center of our campus. This drainage can result in some contamination from vegetation and animal sources which may at certain seasons of the year still cause minor odor problems. However, our goal to eliminate all major pollution of College Brook due to wastes from animals and sewage from University or private buildings has been achieved. We shall continue to monitor other possible sources of pollution of this brook, but we can do little more to further "SCRUB" it at this time.

L.W. Slanetz, Dean
School of Health Studies
Health Officer,
Town of Durham

the new hampshire

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Letters To The Editor

Student power in administration real issue of English Dept. forum

I would like to comment upon the article entitled "English Chairman Richardson Would Exert Pressure to Limit Enrollment" in the March 6 issue of THE NEW HAMPSHIRE.

Like Tom Keller, who covered the forum, I too was present at the meeting, and although it is true that I had to leave toward the end of the second hour of the meeting, I do not believe I missed anything crucial. Just to make sure, I listened to the tapes recorded at the forum. But unlike Keller, when I left that forum I did not go away with the impression that it had been about the problem of over-enrollment in the College of Liberal Arts and the difficulties of finding seats for students in the American Literature courses. Not by any means.

What I have to say about Keller's reporting may be applied

to all selection and organization of strictly factual, objective information for the purpose of public enlightenment, so he need not feel it necessary to defend himself. His reasons for choosing the issue of enrollment as the center of focus for his article are understandable, no doubt. The comment made by Professor Richardson about over-enrollment is probably the most crystallized statement of a solution to one of the pressing problems of departmental administration. It makes good copy; it is something that the public can bite into. But, to ignore the topic of student participation in administrative matters almost entirely (except for a cursory one paragraph, two-line concession) is, in a very subtle sense, a distortion of the truth.

Keller has completely avoided mentioning the event that I feel precipitated this forum. "The Winston Issue" and more fundamentally, the problem of student power with specific regard to student participation in such administrative matters as deciding who should get tenure in a department and who should be fired, etc., has been much in the avant of all administration and student interactions lately. Consequently, I did not think it in any way tangential or accidental when the first question of the forum (also from a student) was testily directed to Dr. Richardson, who defensively began his answer by making it public that he was not

the moderator. Yet despite this disavowal of responsibility, most of the questions raised during this "moderatorless" forum were in fact addressed to Dr. Richardson, who if I may be permitted to add rather irrelevantly, had turned in his resignation the week before with the rest of his colleagues over an issue that was very much concerned with the role of student voice in administrative matters. I don't think that I am reading more into the situation than was actually there, certainly not anymore so than Tom Keller when he decided to focus his rendition of what took place on the problem of over-enrollment.

I can't help noticing that not one single quote from a student has been reproduced in the Keller article, although students were by no means silent that day. Lisa Buss, an important person in the English Department joint committee of students and faculty was extremely talkative. She brought up the delicate issue of tokenism with regard to so-called student participation in administrative matters in the English Department, and I don't see how her vociferousness could have been missed, by anyone there, least of all by a reporter of THE NEW HAMPSHIRE.

Another student, whose name I don't know, but certainly would have made it a point to find out if I had been responsible for reporting on this forum, answered Dr. Richardson's comment that

students have an active role in the selecting of faculty by stating that he had taken three courses in English and two of the teachers he had studied with had been fired. He regretted that he had not been consulted in either case.

At this point in the discussion, the problem of how to gather student evaluation of faculty members was argued, as Tom Keller responsibly points out in his article. However, following this interchange, in which students were enlightened as to the reason why the student-faculty joint committee was contacted for their opinion on who should be given tenure, who should be fired, and who should be employed, after the decisions had already been made and sent into the Dean (bad timing, as Richardson explained in the article by Keller) the charge of tokenism was leveled at Dr. Richardson once again, and his answer was an honest one in my estimation. He said that he did not intend that the joint committee would be a token one.

The preceding encounter was followed by one between Dr. Richardson and instructor John Hanrahan, who pointed out that it really doesn't matter whether the students are consulted or not about promotion and tenure, as the entire issue of promotion and rehiring is ultimately in the hands of the Dean, who doesn't give a damn if someone is a good teacher; he is only concerned with the cold fact of whether or

not the man in question has published or whether he has finished his doctoral degree. Hanrahan, who is to lose his job precisely because he hasn't finished his doctorate, regardless of the fact that he is known to be an excellent teacher, concluded by saying that no amount of favorable evaluation from the students in his case could do anything to help him keep his job. Richardson agreed that when it came to these two criteria of advancement, degrees and publishing, there was little that the department could do in the face of administrative disapproval on a higher level.

These were the issues that I heard discussed at the English forum on Tuesday, the kinds of issues that are being worked over in every department at present, or certainly will be, and here is where the reporter's discerning eye should have been focused. To ignore these kinds of issues, for what ever reason, is a distortion of the facts.

Gene Davis
English Department

Planning Committee

The Academic Planning Committee will sponsor an open hearing on faculty teaching loads, class sizes, and related matters, tomorrow from 3:30 - 5 p.m. in Room 210, Murkland Hall.

Sitarist Mahmud Mirza will appear here Tuesday

Indian sitarist, Mahmud Mirza will appear Tuesday evening, Mar. 24, at 8:15 in Johnson Theater, Paul Creative Arts Center. The concert, presented through Tornay Management and the Blue and White Concert Series, is part of Mirza's first North American tour of 1970.

Mirza first discovered the sitar under the tutelage of his uncle, Hyder Hussain, noted Indian sitarist, and he gave his first public performance at the age of 11. After appearing in a nationwide sitar competition, Mirza joined the All India Radio Staff where he served for 10 years.

He became a disciple of Pandit Jiwan Lal Mattoo under whom he "imbibed the seriousness and

the sophistication of the raga system still further."

Mirza has taught at the University of Delhi, and has appeared in concert throughout the world during 1968-69.

Tickets for the performance may be obtained in the Ticket Office, Rooms 209 and 212, Huddleston Hall, between 9 a.m. and 4 p.m. For further information, call 862-2031.

Art center will present 'Great Bay' exhibition

The Scudder Gallery of Paul Creative Arts Center will be presenting "The Great Bay -- A Visual History," an exhibition scheduled for Apr. 10 through May 18, 1970. According to Ray Elmore, exhibition coordinator, "Through the assemblage of prints, drawings, and paintings, we hope to depict the growth of the Great Bay area from colonial times to present day."

Materials are being gathered from public and private institutions, but the gallery hopes to borrow works from area residents. "We are looking for landscapes, town views, maps, and portraits relating to the Great Bay," said Elmore. This includes the communities of Portsmouth, Dover, Durham, Newmarket, Exeter, Stratham, and Newington.

Elmore says that all works will be insured, and response should be directed to Ray Elmore, exhibition coordinator, Scudder Gallery, by letter or by calling 862-2190 or 862-2191 as soon as possible.

Bulletinboard

Indian Film

The Indian Forum of UNH will present an Indian movie entitled "Sujada," Thursday at 7 p.m. in Howes Auditorium, Demeritt Hall. This movie has won many national and international awards, and deals with the Indian culture and way of life. Tickets are available at the Foreign Student Office.

Young Democrats

The Young Democrats will conduct an organizational meeting Thursday at 4 p.m. in the Belknap Room of the Memorial Union. All interested students are invited to attend. Officers will be elected.

Contemporary Dance Group

The Contemporary Dance Group will present a spring concert April 17 at 8 p.m. in Johnson Theater. There will be an open dress rehearsal April 16 at Johnson Theater.

Books Needed

Books are needed to start a library for the Naskapi Indians in North-West River, Labrador. Anything can be used: magazines, comics, paperbacks, hardbacks, especially children's books. Collection boxes will be in dorms, the Union, and Room 209-C, Morrill Hall, from Apr. 5-16. For further information,

contact Jan Brinkerhoff, 862-1604.

MUSO Films

The Memorial Union Student Organization will present "He and She," a film about a housewife who suddenly learns about the world around her, tonight at 7:00 in Room 4, Social Science Center. Tomorrow at 7 p.m. in the Stafford Room of the Union, MUSO will present "Cassidy of Bar 20" and a Roadrunner cartoon. Admission will be \$1.50. The film Thursday night at 7:00 p.m. in Room 4, Social Science Center, will be "Before the Revolution." Admission will be \$1.00.

Pollution

(Continued from page 3)

the pollution plague will kill billions."

"Pollution began somewhere. Where? When? Why?"

"It has spread all over the Western world. It is now spreading over the entire world."

"It will not be stopped as long as those who spread the plague, who train expert carriers of the plague, and who heap honors of all kinds upon those who are most successful in disseminating the plague, are ignored."

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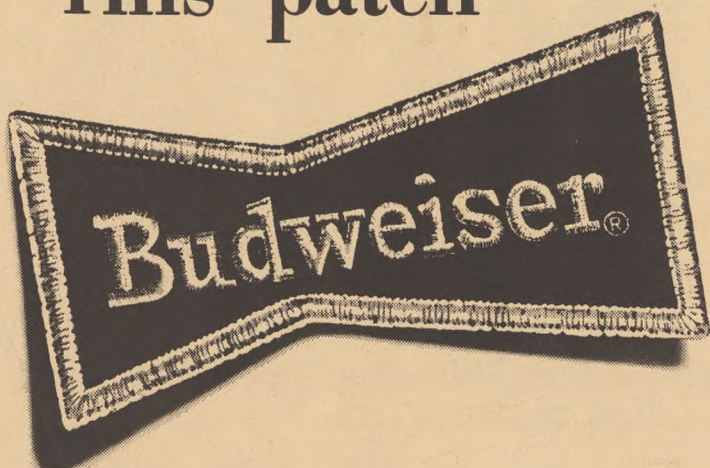
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Hair Hair Hair Hair Hair Hair Hair Hair Hair Hair Hair Hair Hair Hair Hair Hair

by Pat Bowie
Fine Arts Editor

The creators of "Hair," Gerome Ragne and James Rado, call it "The American Tribal Love-Rock Musical." Boston Globe critic Kevin Kelly says that love is what it's all about. But love isn't what it's all about. ("Hair" is the Swedish word for "hate.") "Hair" is about love, life, war, death -- everything and anything. To quote a fellow critic, "There are no more sacred cows." There is nothing left untouched.

And that is the beauty of "Hair." Each production is new and different, localized to the city and stage where it is performed. "Hair" opened in Boston last week, after a series of casting problems and the threat of being banned by the city. (The show "goes to court" after Apr. 1 when the board meets to review it.)

Each cast does its own thing, and the Boston troupe has done its. Changes from the New York production are evident. The play is continually updated to make it immediate. For example, the lyrics to a song called "Initials" have been changed to allow "Tricky Dick" to take the "IRT down to Fourth Street USA," instead of his predecessor, LBJ.

What "Hair" seems to be doing is trying to visualize what American life really is, through music, lyrics, and dance. America is drugs, the draft, the generation gap, adolescence, pollution, war, corruption, death. It is also love, beauty, and music. The plot is thin if not non-

existent. Claude Hooper Bukowski has dropped out of school and faces the draft and life itself with trepidation. "Where do I go?" Pregnant Jeanie loves Claude, but Claude lives with Sheila and Woof. And so it goes. "Hair" becomes a sequence of events in the life of Claude Hooper Bukowski.

The Boston production at the Wilbur Theater is an assault. "Hair" assaults the viewer

When the
moon is
in the 7th
house and
Jupiter aligns
with Mars

morally, religiously, politically, and logically. The viewer has no way to escape -- "Hair" is happening all around him.

The stage, a perfect example of "visual pollution," extends out, then up to the second balcony. Actors and actresses climb ladders and catwalks singing, laughing, handing out flowers, and talking with the audience. There is someone on stage screaming "Hello second balcony" and the second balcony finds itself answering "Hello stage."

And then in one amorphous moment, the play opens all around, from every part of the theater, with an invocation to "Aquarius." People are dancing, sitting, smiling, moving everywhere on stage. There are



James Rado and Jerome Ragni, stars of "Hair's" original Broadway cast, have once again combined talents to produce a record album called "disenHAIRited". Critics have praised the album as an extension, amplification, and continuation of "Hair".

brilliant lighting effects -- colored and black lights, and two fantastic strobe light sequences during the second "act."

The famous nude scene at the end of the first act is tastefully done and is not offensive to the over-30 group which comprised a surprising percentage of the audience.

Student pickets cry "Banned in Boston," "Lay don't slay," and

Then
peace will
guide the
planets and
love will
steer the stars

"Richard Nixon is Rosemary's Baby" (to name only a few). The "tribe" attends a "be-in," takes Claude on a trip, and burns draft cards. And to say what? That there is something wrong with America.

But there are flaws too. The band, artfully hidden in the darkness of stage left, is so loud that the words to some of the important songs in the play are

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lost. Listening to the recording is almost mandatory to catch the significance of certain lines and gestures. Some of the transitions from scene to scene and from song to song are contrived. But then, "Hair" itself is contrived. Song lyrics are the important things in "Hair." "Air" knocks pollution, "Hashish" is an answer to alcohol. "Colored Spade" focuses on every name for "black" to be found.

Placed purposely back to back are the songs, "Three-Five-Zero-Zero" and "What a Piece of Work is Man" -- one depicting the ugliness of man, the other his beauty. The songs seem to be saying, "Man, you're destroying yourselves," with such lyrics as "We starve/ look at one another short of breath/ walking proudly in our winter coats/ wearing smells of laboratories/ facing a dying nation..."

"Hair" isn't all about love. There is a fine line between the comedy and the tragedy of it all. One Boston reviewer calls it "ugly and depressing," and in a way he is right.

Despite its happy music, enthusiastic singing and dancing, and the earthy, often dirty, jokes, "Hair" tells it like it is. America isn't nice all the time. Like Claude, we are left groping for the answers which never come: "I fashion my future on films in space/ Silence tells me secretly everything, everything."

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Position on staff you are interested in (please list alternatives)

On reverse side, in three paragraphs of your best journalistic style, state why you want the position and your qualifications.

Return this form to THE NEW HAMPSHIRE office, Room 120, Memorial Union Building, in person or by mail before Wednesday, April 15, 1970.

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The new staff will put their first paper out on May 5, 1970.

Positions available on

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THE NEW HAMPSHIRE will accept student applications for positions on next year's staff. Approximately 30 positions, ranging from reporter to editor, will be vacant by April 21. Some positions are paid, others are not. Experience is unnecessary. Desire to learn while working is essential. Education is what you want to make it. Think about it.

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